



CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
SACRAMENTO, CA
95814-5901

JACK O'CONNELL

State Superintendent of
Public Instruction

PHONE: (916) 319-0800

SUMMARY MEETING NOTES

CALIFORNIA P-16 COUNCIL **Barry Munitz, Chair**

California School Employees Association
2045 Lundy Avenue
San Jose, CA 95131

Tuesday, December 5, 2006
10:00 a.m. – 4:00 p.m.

Welcoming Remarks from Barry Munitz

Dr. Barry Munitz welcomed the P-16 Council and the members of the audience. He expressed his appreciation to the California School Employees Association for hosting the meeting. Dr. Munitz introduced Gavin Payne, Chief Deputy Superintendent of Public Instruction for the California Department of Education (CDE), and he asked the Council, the CDE staff, and members of the audience to introduce themselves.

Dr. Munitz acknowledged the hard work that the Council members have contributed over the last year and a half. He was pleased to announce that the Council's Report and Recommendations on High School Reform would be posted on the CDE's Web site by the end of December 2006.

Housekeeping Issues

- **September 27, 2006, Summary Meeting Notes** – The Council approved the summary notes from the September 27, 2006 meeting.

Groupwork

The Council members convened into their subcommittees. Each subcommittee was provided time to work on its essential question.

Reconvene Group for Report Out of Accomplishments

Each subcommittee provided a brief report on the information that they discussed within their group and their next steps.

Subcommittee 1

Members:

Richard Alonzo (absent)

Judy D'Amico, Coordinator
Herb Fischer
Carl Guardino
Mike King
Sherry Lansing (absent)/Laura Brown (alternate)
Lionel (Skip) Meno (absent)
Stanley Murphy (absent)
Carol Rava Treat (absent)
Jack Stewart
Carol Tomlinson-Keasey (absent)
Virginia Victorin (absent)
Curtis Washington

Chris Dowell, CDE Subcommittee Liaison

Essential Question for Subcommittee 1

How can California attract a high quality and diverse workforce to the education profession to fill the demand created by retiring staff and growing school districts?

Subcommittee 1: Synopsis of Discussion

Subcommittee members discussed various issues related to the following topics:

- Establishing statewide administrative leadership academies that focus on the critical attributes that educators need in order to prepare students for the 21st Century.
- Developing an assessment tool to determine teacher training needs.
- Partnering teacher recruitment efforts with businesses in order to develop a pool of potential teacher candidates and to provide support with career transitions.
- Exploring existing models of teacher preparation and alternative methods of teacher credentialing.
- Streamlining the existing teacher credentialing process.
- Improving articulation between the University of California (UC), the California State University (CSU), and the community college systems in addressing teacher preparation pathways.
- Developing a roadmap and list of resources for individuals interested in entering the teaching profession.

- Supporting and encouraging classified personnel in their pursuit of careers in education.

Subcommittee's Next Steps:

Subcommittee members will review pertinent information, research, and data regarding the topics listed above. Future conference call date: February 20, 2007.

Subcommittee 2

Members:

Arlene Ackerman (absent)
Catherine Atkin
Marlene Canter (absent)
Gary Hart
Bob Hudson
Harold Levine, Coordinator
Juan Mendoza (absent)
KimOanh Nguyen-Lam
Barbara Ross
Anne Stanton
Peter Thorp
Kendall Vaught

Marsha Harms, CDE Subcommittee Liaison

Essential Question for Subcommittee 2

How can we work to ensure that California's pre-service programs develop fully prepared teachers and administrators and other instructional staff?

Subcommittee 2: Draft Recommendations

- 1) For teacher preparation programs: Establish guidelines and support to develop a teacher preparation model that is more closely connected to individual school districts so that meaningful preparation can be integrated into all phases of the preparation program.
- 2) For school districts: Provide funding and support to provide new teachers and interns with a lighter workload and/or smaller class size enabling new teachers and interns to be mentored and supervised.
- 3) For preschool programs: Support higher education entities to create, update and improve curricula and expand course offering for preschool instructional staff, including the creation of teacher preparation programs.

- 4) For linking training programs: Establish a “summit” for teacher education institutions to discuss (a) regionalization, (b) effective teacher preparation practices geared to local needs, and (c) the distribution of teachers for California’s hard-to-staff schools.
- 5) For linking training programs with schools and regions: Teacher preparation programs should create relationships with schools and regions they serve that will (a) create clear goals for their work together in preparation, placement, and ongoing support of teachers, and (b) continually use data to evaluate progress toward these goals.
- 6) For preschool programs: Higher education systems must meet the needs of current and prospective diverse preschool teacher population.
- 7) Identify and implement a series of output standards for teacher education programs and teacher candidates.

Subcommittee’s Next Steps:

Subcommittee members will continue to refine their draft recommendations. Future conference call dates: January 4, 2007, February 14, 2007, and March 7, 2007.

Subcommittee 3

Members:

Carrie Allen
Carole Bogue-Feinour
Sandy Clifton-Bacon, Coordinator
Shelley Davis (absent)/ Penny Edgert (alternate)
Jim Dilday
Dian Hasson
Bill Jackson (absent)
Allison Jones (absent)
Carol Katzman (absent)
Linday Murray
Diane Siri
Carroll Stevens

Nancy Zarenda, CDE Subcommittee Liaison

Essential Question for Subcommittee 3

How should we support new teachers, administrators, and instructional classified employees?

Subcommittee 3: Draft Recommendations

- 1) Develop legislation to fund an induction support program for all new teachers and administrators, for a minimum of two years. This legislation will call for the refinement of the current Beginning Teacher Support & Assessment (BTSA) program and establish a parallel program for new administrators.

A) Refine, align, and continue the BTSA program

1. Align the BTSA induction program with the California Standards for the Teaching Profession (CSTP).

B) Establish a parallel induction support program for new administrators

1. Align the administrator induction support program with the California Professional Standards for Educational Leaders (CPSELs).
2. Support induction programs that provide professional learning, coaching, and assistance to new administrators. Coaching and assistance will be based on identified needs of each individual participant and will be provided within a trusting and confidential relationship.
3. The initial focus of the administrator induction support program will be on providing support to new principals and superintendents.
4. Establish certification criteria for providers of the administrator induction support programs. Base the certification criteria on the CPSELs and make the certification process similar to the BTSA certification process.

C) The following elements will be required for both programs:

1. Develop the induction programs in partnership with institutions of higher education, and/or other professional organizations.
2. Establish a long term strategies and criteria for measuring program effectiveness using multiple measures.

Subcommittee's Next Steps:

Subcommittee members will continue to refine their draft recommendations. Future conference call dates: January 16, 2007, February 15, 2007, and March 15, 2007.

Subcommittee 4

Members:

Manny Barbara

Dorothy Chu
Wyatt Hume
Jo Loss, Coordinator
Patti Martel
Martha Penry (absent)
Scott Plotkin (absent)
Rhonda Rios-Kravitz
Alan Siegel (absent)
Suzanne Tacheney (absent)
Marcy Whitebook
Joyce Wright (absent)

Arleen Burns, CDE Subcommittee Liaison

Essential Question for Subcommittee 4

How should continuing educators be supported through professional development?

Subcommittee 4: Synopsis of Discussion

Subcommittee members discussed the following issues:

- Professional development must be driven by data collected and maintained on both school and student performance.
- Professional development is driven by best practices for teacher training and established on the basis of research.
- The delivery of effective professional development needs to include the following elements:
 - a) Adequate time allotted for professional development activities;
 - b) Teacher engagement in the training and time for reflection on the professional development experience;
 - c) Collaboration of learning communities;
 - d) Relevance to the teacher's needs;
 - e) Immediate application to the realities teachers face in the classroom (e.g., "Can I use this on Monday?").
- Professional development needs to impact both teacher effectiveness and student achievement.

Subcommittee's Next Steps:

Subcommittee members will continue to review research and data regarding the issues listed above. Future conference call date: February 1, 2007.

Planning for the March 21, 2007 Meeting

The next meeting is on March 21, 2007, location to be determined.

Summary Notes Approved by P-16 Council Members on March 21, 2007